

A COMPARATIVE STUDY ON JOKES EXPRESSED BY MALE AND FEMALE TEACHERS IN EFL CLASSROOM INTERACTION

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ABSTRACT

NUR IFFAH SALMI AKBAR. 2019. *A Comparative Study on Jokes Expressed by Male and Female Teachers in EFL Classroom Interaction*. (Supervised by Murni Mahmud and Kisman Salija).

The study aims to investigate the types, the function of jokes expressed by male and female teachers in EFL Classroom interaction and the influences of gender differences in the use of jokes in EFL Classroom interaction. This research applied a case study approach to a group of teachers consisting of two males and two females of SMK Laniang Makassar and SMK Tri Tunggal 45 Makassar. A purposive sampling technique was used to obtain the data for this research. It utilized observation as the instrument of this research. The results of this research revealed that; (1) two existing jokes, narrative and question and answer jokes, and a new type of jokes named quick jokes, expressed by male and female teachers, were found during the teaching and learning process.; The jokes expressed by male and female teacher functioned as cheerfulness for the students so that they could be well-participated and motivated during the teaching and learning process in the classroom without any boredom, anxieties, and shame. Furthermore, it was found that jokes delivered by male teachers were considered funnier than jokes delivered by female teachers, and the teachers who used jokes offered and provided variety-interesting topics for students.

Keywords: classroom interaction, male and female teachers, and jokes

INTRODUCTION

Classroom atmosphere becomes a very crucial point of teaching and learning English. A good atmosphere will create a better process of English interaction, so teacher should find various ways to reduce students tense during teaching and learning process. It is to have students relax during the class, not only will they listen to the teacher explanation, but also have their fun during the classroom.

As the main concern of language teachers is not to inform the students about the language but to develop their ability to use the language for a variety of communicative purpose. English

language teachers should also be able to play their roles as a facilitator for the students in their attempt to acquire the spoken language. In the sense that English language teachers should facilitate students in learning the spoken language by giving a lot of oral practices. Consequently, an effective method that provides the students with many oral communication activities is necessary to create the best conditions of learning, which in turn will also motivate students to make progress in the language.

Student motivation can be affected by a number of factors. The level of difficulty of material presented, the kinds of activities used, support of classmates, and encouragement of the teacher are only some of the factors that are often mentioned as having an effect on the language learning experience. Even more importantly, the mood of the classroom can contribute a great deal to the learning process in the second language classroom.

. Gender differences influence the quality and quantity of interactions in the classroom. Even though several studies have been carried out in order to investigate the link between teachers' gender and classroom interaction, only few study about the impact of teachers' gender on classroom interaction. For this reason, it remains ambiguous that in which ways classroom interaction of female teachers are stronger, and in which ones male teachers are superior.

Some studies have been done which focused on the use of some methods or techniques in teaching to encourage students to speak in the classroom. Those methods or techniques are dealing with students' active participation during the classroom or their ideas expression based on the given topic by the teacher without paying attention on how to create the good atmosphere of the classroom and make the classroom as a relax place to talk, and a comfortable atmosphere to share. By investigating investigate the jokes expressed by male and female teachers in EFL Classroom interaction, this research attempts to explore jokes expressed by male and female teachers following with the function and their the influences of gender differences in the use of jokes in EFL Classroom interaction.

LITERATURE REVIEW

So far, there have been many findings dealing with the use of various activities to reduce students' anxiety in EFL/ESL Classroom, which are significantly relevant to the research undertaken. Darda (2008) conducted a research in the second year of Senior High School and he concluded that teaching speaking using English story jokes, indicated that students need a new

atmosphere in the classroom that has provided by the technique that the writer applied in the class. The technique can improve the student's understanding because students have an interesting, funny and enjoyable way in learning English.

Other previous researchers also have done their studies related to jokes and gender. Mickes, et.al (2011) conducted a research about gender differences in humor. They concluded that the men's view that men are funnier could be a result of their finding that humor they produce funnier, and also their biased recall of funny things as having sprung from the mind of man. Women, perhaps slightly less strong in their conviction that men are funnier, also showed less of an effect of actually finding them funnier, though they did show equally biased recall. They did find dramatic difference between the male and female caption authors in their predictions of success. Male confidence, in this domain at least, does seem to outstrip male competence.

Based on related research above, it can be concluded that there is a great difference between male and female teachers in the classrooms. Gender of teachers influences the quality and quantity of interactions in the classroom. Referring to the previous studies above, it can be mentioned that the relationship of this research with the previous studies focus on the investigation of the differences of teachers' jokes based on gender of the teachers in EFL classroom.

METHOD

The case study method was an appropriate match for the purposes of this study. This study provides both description and analysis over contemporary phenomena within the real-life context which made it possible to answer the investigator's research questions. Those questions relate to the types and function of jokes and influences of gender differences in using of jokes in the EFL Classroom interaction. However, although the study conducted is qualitative in nature, quantification was also needed in order to support the qualitative findings in revealing the percentage of jokes expressed by male and female teachers in EFL Classroom interaction. Therefore, the researcher used the single-case study form in reporting the case which the description might be improved with table as well as with charts, graphics, or pictures (Yin, 2014).

Jokes refers to any sentence which has an verbal form and function as a kind of input provided by a teacher to maintain participation in the classroom among the students. Gender refers to a set of characteristics associated with a person's sex and lead to a social role or identity in society.

The participants of this study were the English teachers of SMK Laniang Makassar and SMK Tri Tunggal 45 Makassar. The school is located in Bumi Tamalanrea Permai, Makassar, South Sulawesi, Indonesia. The total number of participants currently undertaken at the Research Seminar which was consisted of four participants.

The researcher was the key instrument in this study to collect the data by observation. There were several procedures that had been completed in order to collect the data of this study. This research was a participant observation or internal observation. Hence, the researcher interacted or participated in the research seminar as an audience when doing observation and recording. After that, the researcher transcribed, coded, and labeled the data before analyzing them.

FINDINGS AND DISCUSSIONS

1. Types of Jokes that Male and Female Teachers Express in the EFL Classroom Interaction

The data in this research were taken from utterances spoken by the teachers in classroom interaction. To support the findings in revealing the percentage of jokes, table is displaying. It sums up the occurrence of jokes expressed by male and female teachers observed in the two meeting for each teacher

Table 1.1 Percentage of Jokes Expressed by Male and Female Teachers in the EFL Classroom Interaction

No	Types of Jokes	Male		Female		Total	Percentage
		I	II	I	II		
1.	Narrative jokes	1	3	-	-	4	12.12 %
2.	Quick jokes	8	10	1	4	23	69.70 %
3.	Question and answer	2	2	-	2	6	18.18 %
Total		11	15	1	6	33	100 %

According to table 1.1, the 4 teachers (2 male and 2 female) expressed totally 33 jokes in the EFL classroom interaction. Overall, the male teachers expressed more jokes than the female did. ; the males used totally 26 jokes, while the female used totally only 7 jokes. The table also elucidates that most of the jokes used by the 4 teachers are quick jokes; totally, there were 23 quick jokes, 6 question-answer jokes, and only 4 narrative jokes expressed by the teachers in the EFL classroom interaction. Another important point detailed by the table is that none of the female teachers ever used narrative joke in the EFL classroom interaction, meanwhile, the male teachers employed all the types of jokes. The example of jokes occurs in classroom interaction is on extract below:

Extract 1 (Narrative joke by male teacher)

T refers to the Teacher while S refer to the students.

T: Ia of course, ada orang hanya gara-gara makan es krim langsung meninggal.

Ternyata setelah di check, ikut juga pattusu'nya.

S : Hahahaha

(T :Yes of course, once someone died just because of having an ice cream. After the check, it was known that he also had taken the stick.

S: Hahahaha)

The above extract presents the narrative joke expressed by the male teacher in the EFL classroom interaction. It is so obvious that the narrative joke had nothing to do with the material being taught, yet, it seemed to help relax the whole class. Technically, the teacher seemed to exploit the students' mother tongue to present the joke; he tended to use *pattusu'* (stick) rather than, for instance, *stik* (stick) just to make the students laugh. From this, we can learn that whether or not a narrative joke can be funny enough to laugh at relies on not only the content but also the language used. Extract above showed the use of narrative joke performed by male teachers. Another important point detailed by the table is that none of the female teachers ever used narrative joke in the EFL classroom interaction.

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Extract 2 (Question-answer joke by male teacher)

T: Good, ya , so prepare your self, your paper and your heart.

S: untuk apa prepare heart sir?

T: untuk menerima kenyataan.

(: *Good, ya , so prepare your self, your paper and your heart.*

S: why prepare heart sir?

T: to accept reality)

The above extract displays a question-answer joke expressed by the male teacher when telling the students to prepare themselves for the coming-up examination. The male teacher's act of expressing the question-answer joke was due to his understanding that examination is always a tense moment to the students. Despite the fact that the teacher's answer to the student's question was such an alarming warning, the whole class took it as a joke, indicating that the teacher managed to convey a serious message in a humorous way. From here, we can learn that a question-answer joke can smartly "pack" a serious message; an alarming message can sound fine, and even pleasing, to students when delivered through this type of joke.

Extract 3 (Question-answer joke by Female teacher)

T: Katanya mengerti. Saya suruh menjawab kah? Tidak toh. Ibu tadi suruh apa? Suruh memilih mana dari kalimat tersebut yang ada simple...

Aduh Ladona ternyata ini, tau apa itu Ladona?

S: Apa itu bu?

T: Lambat Loading nona

S: Hahaha

(T: He said understand. I told you to answer? No. What did the mother say? Ask to choose which of these sentences is simple ...

Ouch Ladona turns out to be, know what Ladona is?

S: what is that ma'am?

T: Slow Loading Miss

S: Hahaha)

The above extract displays a question-answer joke expressed by the female teacher in the learning process in the classroom. This jokes began with a question from the teacher, "what is ladona?". Then after getting a response from students, the teacher continued his jokes to reach the punch line. This is indicated by the answer from the teacher which then provoked students to laugh. The phrase "Slow loading Miss" is the answer to the teacher's question as well as the core of the jokes above. This sentence is an extension of Ladona who was asked by the teacher. This sentence is able to respond to students to laugh as feedback from jokes given by the teacher. Then this sentence becomes the final lines of the conversation above and is the punch lines of the question and answer jokes above.

Concerning the result, it is revealed that the researcher found that men use jokes more often when in class. This is evidenced by the results of observations which show that male 1 uses jokes 11 times and male 2 uses jokes 15 times, while female 1 uses only 1 jokes for 2 meetings

and female 2 uses jokes 6 times. This proves that men use jokes more often than women during the classroom learning process. As Neufuron (2007) stated that males often jokes than females. It is in line with Baxter (2010) who noted that the use of humor features male speech style.

As mentioned previously, the subjects used some jokes which cannot be identified as narrative or question-answer joke. Unlike narrative and question-answer jokes, those jokes are very simple jokes that are expressed so quickly; they consists of one or two words only. Considering the characteristics of the unidentified jokes, the researcher tends to call them “quick jokes”. Below are the extracts displaying the quick jokes expressed by the male and female teachers in the EFL classroom interaction.

Extract 4 (Quick jokes by male teacher)

T: Cahyo , any problem with this ? jangan minta jawabannya

S: Hahaha ok.

*(T: Cahyo, any problem with this? **don't ask for the answer***

S: Hahaha Ok.)

The extract above shows the use of quick jokes in classroom interaction. Judging from the context conveyed by the teacher, the students have not understood before conducting the test. The teacher asks students to ask questions, but the teacher states not to ask for answers. The word "asking for answers" is the form of quick jokes because it takes the form of a word that is at the core of the story as well as the punch lines of the jokes. This can be seen in the response of students who laugh right after the word is spoken.

Extract 5 (Quick jokes by female teacher)

T: Belum yah. Sepuluh menit lagi yah.

Oke, finish. Saya panggil satu-satu naik di atas yah.

S: Ha...? Matimi (kaget)

*T: Kenapa itu nak, setiapki disuruh naik **kayak mau saja dicabut nyawata**. Kayak mau dibunuh saja.*

(T: Not yet. Ten minutes more

S: Ha...? Matimi (shocked)

*T: what happened with you kid, whenever I am told to ride **like I want to revoke your life**. You want to be killed.)*

Extract above shows the use of a quick joke in EFL Classroom interaction. The teacher asked students to collect test results and to prepare to go up one by one to appear. However, the students were shocked by what the teacher said because they were not ready to perform. The teacher who was disappointed with the student's response made his disappointment and added a quick joke in it. This is evidenced by the word "dicabut nyawa ta'" as the puncline of this quick

joke. The word "dicabut nyawa ta'" means the parable of excessive fear until his life is taken away. This triggered the laugh response from students.

2. Function of Jokes Expressed by Male and Female Teachers

It was elucidated in chapter II that there are six functions of jokes in the classroom; (1) The use of jokes offer variety and provide interesting topics for students, (2) To build the atmosphere of classroom more comfortable, relaxed and their anxiety becomes low, (3) to revive student's activeness and motivation in learning (Chiaro, 1992).

Jokes offers variety and provides interesting topics for students. The use of jokes offers variety and provides interesting topics for students. They can, therefore, be used to create various activities and interaction between students like small discussion and sharing stories. Story jokes are also interesting since they contain punch lines where the funlies.

Extract 6

R refers to the researcher while T refer to the Teacher.

R: apa metode nya menurut bapak effective agar mereka lebih semangat berinteraksi di kelas?

*T : ya menurut saya itu adalah salah satu cara saya supaya kelas berjalan dengan bagus, **effective dalam proses mengajar, jadi saya anggap dengan cara itu anak anak bisa sengat lagi antusias lagi dalam belajar.** Mereka juga lebih aktif kalau suasana kelas seperti ini.*

(R : do you think this method effectively makes them more enthusiastic in class?)

*T : yes in my opinion it's one of the ways I run the class to run well, **be effective in the teaching process, so I assume that in that way children can be more aggressive in learning.** They are also more active and like classes like this.)*

(Interview with Male Teacher 1, June 6th 2018)

The extracts above shows the jokes function used by male and female the teacher in the class. The teachers hopes that the jokes used in the learning process can make the topic being discussed become more interesting and able to be better understood by students. The topic became lighter and not a frightening specter for students. The teacher says that students are more motivated if the teacher is often joking and not frightening. Feedback obtained from students is that they are much more enthusiastic to understand the lessons given by the teacher at that time. The teacher also said that students were happy with what was discussed because it was mild. This proves that the function of jokes to provide interesting topics for students.

The jokes, which are funny, can cheer up and make the students' smile or even laugh. When they laugh, they feel relaxed and their anxiety becomes low. As a result, they will enjoy the class better and feel more secure in taking part in the activity.

Extract 7

R : oohh iye pak. Saya lihat dalam belajar bapak sering melucu di'? itu memang disengaja atau bagaimana?

*T : Oh iye dek. **Kadang itu saya rasa kelas sudah tegang sekali apalagi kalau belajar bahasa inggris, jadi saya biasanya cairkan dengan candaan seperti itu. Supaya siswa tidak menganggap bahasa inggris itu pelajaran menakutkan kayak matematika.***

(R: oohh, sir. I see in learning, do you often joke on? is it intentional or what?)

*T: Oh yes. **Sometimes I think the class is very tense especially when learning English, so I usually run it like that. So that students don't think English is a scary lesson like math.***

(Interview with Male Teacher 2, June 12th 2018)

The extracts above shows jokes function that can make students cheer up and make the students 'smile or even laugh. Teacher says using jokes in class makes students more excited, especially when they laugh. After they laugh listening to the jokes given by the teacher, they will be more relaxed and more focused in accepting lessons given the more conducive atmosphere. This is evidenced by what the teacher conveyed on the extract above that hearing the jokes gave the students' teacher ranted with a laugh. They are happy because the class conditions are more fluid and no tense. They will feel more excited by the atmosphere of such a class.

With better feeling, students will be more motivated and active in the class. The aim of teaching speaking is getting students to communicate and express their needs. Students can meet it without being afraid or ashamed. The following extracts shows another example of function of jokes.

Extract 8

R: Terus pak bagaimana responnya siswa ta' saat mendengar candaan dari gurunya seperti itu?

*T: yaa begitumi, **siswa jadi lebih antusias dan semangat. Lebih mudah juga untuk disuruh kerja tugas atau sesuatu yang lainnya. Mereka lebih ringan hatinya karena mereka bahagia melakukannya. Bukan karena terpaksa***

(R: Then how did the students respond when they heard the jokes from their teacher like that?)

*T: yeah that's how it is, **students become more enthusiastic and enthusiastic. It's also easier to be told to work assignments or something else. They are lighter because they are happy to do it. Not by force***

(Interview with female teacher 2, June 13th 2018)

Extract above show other functions of using jokes in the class. According to the teacher, the use of jokes can increase the motivation and activity of students in the classroom. After listening to jokes and laughing, students will feel better and eager to learn. This makes students more active in the classroom because the atmosphere of the class is more relaxed with the use of jokes. Students can be enthusiastic about what the teacher has to say. This was conveyed by the teacher on the extract above. With jokes, students become happier and feel more motivated in learning.

In the classroom interaction observed by the researcher, the four teachers of both school frequently used jokes in the classroom to provide interesting topics for students and when they

laugh they feel relaxed and their anxiety becomes low. According to the teacher, the use of jokes can increase the motivation and activity of students in the classroom. After listening to jokes and laughing, students will feel better and eager to learn. This makes students more active in the classroom because the atmosphere of the class is more relaxed with the use of jokes. Students can be enthusiastic about what the teacher has to say. This was conveyed by the teacher on the extracts that with jokes, students become happier and feel more motivated in learning.

This finding is in line with Deiter (2000) about the use of humour in classroom. She concluded that the use of humor in the classroom can be a very effective teaching tool but only if it is appropriate and non-offensive using humor can be used to increase an instructor's credibility, likability, professional image, and perhaps most importantly, teaching effectiveness. Displaying a sense of humor in the classroom sends a signal to students that having a sense of humor is important.

CONCLUSION

Based on the findings and the discussions in the previous section, it can be concluded that the male teachers of SMK Tritunggal 45 and SMK Laniang used all of the types of jokes in the classroom, namely narrative jokes and question and answer jokes, but the female teachers of those school only used question and answer jokes. Furthermore, the researcher found the new types of jokes namely quick jokes. Quick jokes can be identified when the teacher gives a joke in a short form to the student. This joke is shorter, consisting of only 1-2 words containing the punline as the finish line.

Jokes is also one of the teacher communication strategies in creating positive environment. The use of jokes offer variety and provide interesting topics for students. The jokes, which are funny, can cheer up and make the students' smile or even laugh. With better feeling, students will be more motivated and active in the class. As the aim of teaching speaking is getting students to communicate and express their needs, students can meet it without being afraid or ashamed. The four teachers in both schools frequently used jokes in the classroom to provide interesting topics for students and when they laugh they feel relaxed and their anxiety becomes low.

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